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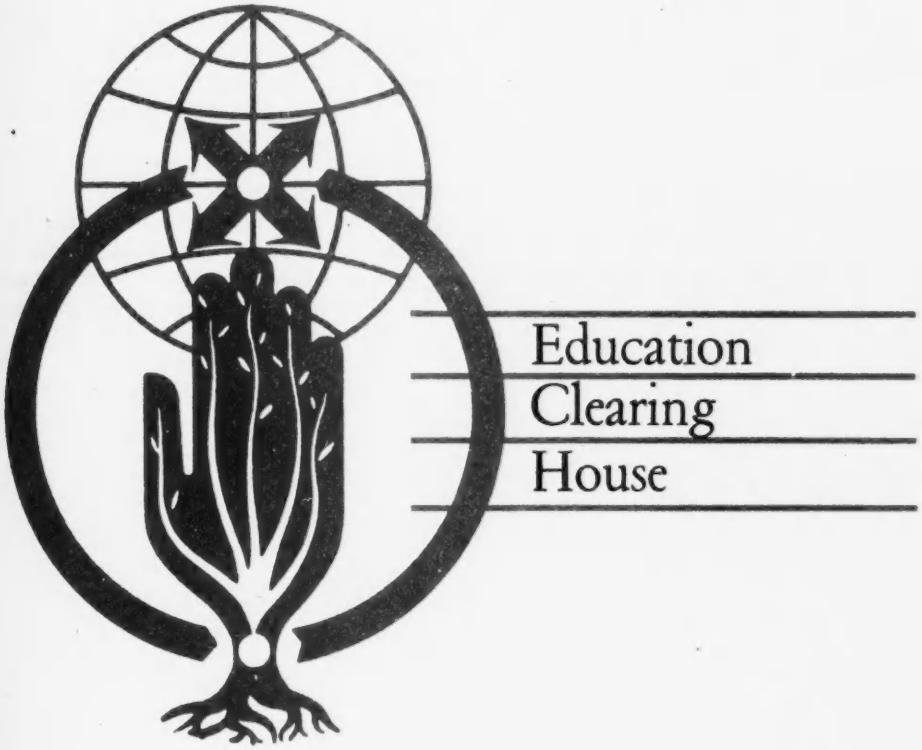

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVIe

PREFACE

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographical data are given for each item listed. Items are numbered consecutively throughout each yearly volume. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers or to the originators of the material and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

121. National Association for Nursery Education. International Committee. *Schools for Young Children in Twenty-Seven Countries.* A report. Chicago, Ill: (430 South Michigan Ave.), 1949. 50 pp. $ 0.50 per copy; $ 0.40 in lots of 25 or more copies.

In 1944, the Executive Board of the Association appointed a committee to obtain information about the educational services offered in other countries for early childhood education. This report contains the findings of the Committee, and although (owing to inadequate information), about half the twenty-seven countries' reports are in the form of summaries, the other half are fairly comprehensive. They indicate types of services and programmes for pre-school children, and express each country's philosophy of education and problems in the fields of education, health and family welfare. The reports are in alphabetical order, and include for each country statistics of the total population, children of pre-school ages and number of kindergartens.

122. Yang Hsin Pao. "Guideposts for the Point IV Program". In *Human Organization,* (vol. 9, n°. 3, 1950). pp. 22-26. Quarterly. New York : Society for Applied Anthropology. No price given.

The author points out in this article the importance of social and human factors in technical assistance programmes. These programmes will be successful only if they are built on "the understanding of the culture of the countries involved" (p. 24) and "gearing the technical aspects to the total culture of the people" (p. 23).

(A F R I C A)

AFRICA, WEST

123. *West African Affairs,* (Nos. 7 and 9) Health in the Village, by M.J. Colbourne & J.A. Hamilton: Self Government, by K.A. Busia, London: Bureau of Current Affairs, no date. 7 d.

Like the others in the series, these two pamphlets are intended to stimulate interest in and discussion on vital problems in British West Africa. No.7 gives the results of a six months medical survey of a West African village carried out in 1949, followed by a statement on the causes and prevention of diseases prevailing in the area. No.9 examines the various problems pertaining to self-government.

(AFRICA)

MOROCCO

124. Morocco. Direction de l'instruction publique. *Bilan 1945-50*. Rabat: Ecole du Livre, 1950. 268 pp. Phot., diag., statistical tables. No price given.

This work summarizes the quantitative and qualitative results of the first five-year period after the 1945 reform, which aimed mainly at providing schools for Moslems. In the preface the Director of Public Instruction, M. Thabault, points to the improvement in quality as shown by examination results and to the growth in school attendance; the absolute figures are higher than foreseen in the plan, and become still more significant if the rate of growth is considered. The Director defines the general characteristics of the educational system, which is designed to help Morocco acquire the status of a modern State; use of Arabic as the medium in all possible cases, and integration of Moroccan and French sources of inspiration so as to meet the needs of economic development. In this connexion he insists that scientific and technical education should be expanded more than liberal studies.
The various chapters of the book cover the several spheres of action: scientific research; higher education; the guidance and information centre; primary and secondary education on the European pattern; Moslem education; Jewish education; technical education; the office of supplies and buildings; the association for holiday camps, youth services; physical education and sports. Subject bibliographies appear in the annexes, with selected programmes and official circulars.

125. Morocco. Service de l'information. *Bulletin d'information du Maroc*. Rabat: Service général d'information. No price given.

This Bulletin contains a number of articles of interest to educators. In the issue of 20 December, 1950 (Vol. III, N° 9), a short study describes the "school homes" *(centres et foyers d'accueil)* where delinquent and homeless boys are cared for and given a two-year vocational course; the issue of 20 January, 1951 (Vol. IV, N° 2) has articles on social medical work in Moroccan communities and on the improvement of living conditions in the medinas and in rural areas; and the issue of 5 February, 1951 (Vol. IV, N° 3) carries a study on the use of the cinema in rural Morocco which has also been published by Unesco in the bulletin, *Fundamental Education*.

(AFRICA)

NIGERIA

126. Thorp, W.H. and Harlow, F.J. *Report on a Technical College Organization for Nigeria*. Lagos : C.M.S. Bookshops, 1950. 46 pp.

Having in mind the needs of the Nigerian Government Departments for technically trained staffs of native Nigerians, a survey was made by the authors of existing conditions throughout the country, and this *Report* 1) assesses the need for providing essential types of higher technical education; 2) advises on organization, capital and recurrent costs, and the location of such colleges; and 3) indicates how the new college organization and the institutions for technical education pro-

vided under the ten-year Development Plan can be integrated into a complete technical education structure. Emphasis is placed upon the need for providing teacher-training, the location of the college branches, and courses of instruction for women in the technical college. With Appendices covering present and estimated future requirements for technically trained personnel, etc., this is a comprehensive and valuable Report - valuable not only for Nigeria, but for other areas of Africa having comparable technical education problems.

(A M E R I C A)

ARGENTINA

127. Argentina. Ministerio de Educación. Direccion General de Enseñanza Primaria. *Educación Común en la Capital, Provincias y Territorios Nacionales.* Año 1948. Buenos Aires. 1950. 483 pp. No price given.

This is the latest report on primary education in Argentina. The first section, "Educational activity", gives full information, descriptive and statistical, about the growth of public and private primary education and adult education throughout the country. The second part deals with financial, legal and administrative aspects of primary education.

(A M E R I C A)

BOLIVIA

128. Reyeros, Rafael A. *Caquiaviri.* Escuelas para los Indigenas Bolivianos. 2 ed. ampliada. La Paz, Bolivia: La Editorial Universo, 1946. Bolivares. 70.

This book is a study of the educational needs of the Bolivian Indians. After a brief description of rural life in a Bolivian community, showing the miserable conditions of the Indian section of the population, the author gives an historical outline of education among the Indians since pre-Columbian days. There follows a full account of Senor Reyeros's visit to "Utama", the Indian school at Caquiaviri. The Indians themselves built the school; 80 children of both sexes attend it. Twelve other schools in nearly villages depend on "Utama". The author stresses the need for more of such schools in Bolivia, and the need for them to concentrate on fundamental education, especially with an agricultural bias.

(A M E R I C A)

CHILE

129. Chile. Instituto de Economía Agricola. Instituto del Inquilino. *Los Libros del Huaso Chileno,* no. 1-23. 1939-1950. Santiago de Chile: Palacio de la Moneda. Published twice a year. Gratis.

The main purpose of the "Instituto del Inquilino" (Small-holders' Institute) is to help the rural population to acquire better means of existence, so that the standard of living, especially diet and dress, may be improved. Mobile teams of specialists

visit the communities, give practical demonstrations to the farmers and their families, and establish personal contact with them and with groups of co-operators. The missions also provide certain materials or equipment - such as seeds, simple machines for cottage industries, etc. - and help in the distribution of the produce. The series of booklets "Libros del Huaso Chileno" (Huaso - countrymen) is sent free to the families. These booklets may be described as follow-up reading after the literacy primer used for adults; they are designed for leisure-time reading; and scattered among the recreational and general articles and illustrations is educational material which continues the work of the missions. The last title published, "Vista de Chile", contains elementary information about vaccines, food values, land measurement, disinfection of seed, storage of hay, etc. A correspondence service has been established between the Institute and the "huaso" families. On request, pamphlets on home industries and practical information are sent to correspondents.

130. *Educación Moderna.* Quarterly. Año 1, n° 2 (Octobre de 1950). Santiagio de Chile. (Clasificador E 968). Honorary subscription : 500 pesos; Current subscription not given.

This review is devoted to education, science and the arts, and aims at serving the teaching profession. The contents are presented under five permanent sections : Bases of Education; School Organization and Administration; School Practices; Problems of the Teachers' Unions; Books, Reviews and Ideas. In this issue, an article by Herman Ramirez N. surveys the social basis and the functions of adult education in Latin America. Unesco's basic programme is also reproduced in full.

131. *Escuela Experimental de Cultura Popular, "Pedro Aguirre Cerda".* Santiago, Chile: Comuna de Quinta Normal, Mapocho 4129, 1949. 26 pp. Gratis.

This pamphlet describes an adult and community education experiment conducted since 1943 in one of the poorest parts of Santiago. The school, "Pedro Aguirre Cerda", provides activities mainly for adults, but caters also for school and even pre-school children. The programme includes courses, institutes and committees. The courses are kept as unacademic as possible; they are set up at the request of groups who want to learn a technique that will help them improve their conditions of living or of work. The Institutes are study-groups for examining and solving community problems; among those established are the co-operative, the library, various clubs and associations for sport, drama, mothers, etc., all of which have their headquarters in the school. The Committees resemble institutes in that they deal with similar problems, but have no permanent character.

(AMERICA)

PERU

132. Peru. Ministerio de Educación Pública. Dirección de Educación Primaria. *Plan de Acción de la Campaña Rural de 1950.* Lima, 1950. 49 pp. No price given.

In 1950, the Military Governing Body *(Junta Militas de Gobierno)* of Peru decided to launch a campaign to develop the education of peasant children and to improve the social, cultural, economic and physical conditions of the Indian communities. The

importance of the campaign can be judged by the fact that the rural population of the country totalled 5,157,904 out of a population of 8,132,733 inhabitants. The present booklet describes in detail the plan of action, sets forth the aims of the campaign, and indicates the regions where it is to be applied (the departments of Apurimac, Cuzco and Purio). An interesting feature of the plan is the use to be made of school-bus services along certain main roads in the zones of application, so as to bring children from scattered villages to specified school centres in larger communities. A brief survey of each "zone of application" is accompanied by a map showing the main road of communication, the school centres and the neighbouring localities to be served.

(A M E R I C A)

UNITED STATES

133. Health Education Council, New York and Mineapolis. *Suggested School Health Policies: A Charter for School Health.* New York: The Council, (10 Downing St.), 1946. 46 pp. No price given.

Recommendations cover all aspects of an ideal health programme for schools : administration; school buidings facilities and services for health protection; suitably trained personnel; instruction at elementary and secondary levels; physical education; the handicapped child. Emphasis is laid on the fundamental rôle of the teacher in promoting school health in co-operation with parents and community. A bibliography under subject headings is appended.

134. Prosser, Chas. A., and Quigley, Thos H. *Vocational Education in a Democracy.* Chicago, Ill.: American Technical Society, 1949. 575 pp. $ 6.50.

This is a completely revised edition of the 1925 publication. The earlier edition made an important contribution to the development of a sound philosophy of vocational education in the United States, when the mass training of workers was a new venture in public education - during the two decades that followed, vocational education developed more rapidly in America than any other educational movement in its history.

This new edition brings up to date the principles, policies, and methods of training which have been checked at intervals, "against the changing demands on workers and the widening experiences of schools in their efforts to adapt vocational training to a dynamic economic world." This publication has wide circulation as a reference book since its philosophy is that of the American Industrial Society, and it has translated this philosophy into practical vocational education administration and methods of training. It is also valuable for its comprehensive coverage of (U.S.) Federal Acts, Federal administration, policies and aid to schools and classes. The present edition closes with a chapter on "Democratizing Education", on why and how to make democracy live.

This text-book is one of the best existing for classroom use in institutions which are responsible for the training of vocational-craft and trade-instructors, and the professional education of vocational school administrators.

135. *School Buildings Your Tax Dollars Can Afford.* Washington, 6, D.C.: Timber Engineering Co., (1319 18th Street, N.W.), 1950. 21 pp. Illus. No price given.

This booklet describes one-storey schools of wood frame construction, mainly in the State of California, combining minimum cost with maximum structural safety. A short bibliography gives further titles, many of them free, on wood buildings.

(ASIA)

INDIA

136. All-India Congress Committee. *Our immediate programme.* New Delhi: The Committee (7 Jantar Mantar Road), 1950. 99 pp. Rupees 2.

Following resolutions adopted at a preliminary conference of chiefs of Indian States in January 1950, a national planning conference was held in April, to formulate a long term plan for improving Indian social and industrial economy. The present report incorporates the minutes and resolutions of this latter conference.
The first half of the report consists of speeches, outlining the need for, as well as the difficulties inherent in, national planning. The second half comprises the committee's interim recommendations, called an "immediate economic programme". Specific aims and plans are laid down for reforms in agriculture, cottage industries, education, public health, general industry and manufacturing, etc. Special emphasis is given to the relation of these problems to rural communities.

137. Deshpande, D.L. *Basic Tools.* (Technical Handicraft series). Bombay: Orient Longmans Ltd., 1949. 61 pp. Rupee 1, 8 annas.

The value of this manual in the "Technical Handicraft Series" is in its excellent coverage of basic tools used in the handicrafts - from the woodworker's simple fourfold rule to the bevel protractor. Many typical tools of the metal worker are carefully described and illustrated in this manual, including instruction on proper maintenance and use. A short treatise on timber is included.

138. India. Ministry of Education. *A Review of Education in India during 1949-50.* A report submitted to the 13th International Conference on Public Education, Geneva, July, 1950. (Pamphlet N. 76). New Delhi: Govt. of India Press, 1950. 24pp. Annas 7; or 8d

Following a survey of needs during 1947-49, this booklet gives a factual account of the progress made in establishing a uniform educational policy, and of its first year's implementation. Developments are described within each State in primary, social, technical and university education. The Report covers such problems as the high illiteracy rate, finance, teacher-training, languages and so on, and the measures, taken or proposed, to deal with them - Government grants-in-aid, conferences, scholarships, help from Unesco and other international sources.

139. Madras. Department of Public Instruction. *Basic Education, its Principles and Practice*, by Marjorie Sykes. Madras: Government Press, 1950. 22 pp. Illus. 14 annas.

This booklet is divided into two parts; Part I explains in concise terms the principles of basic education, the first step of Mahatma Gandhi's *nai talim* (the new education). This education is built up on the natural interests of the child, using the learning-by-doing method in a co-operative spirit, and geared to the social ideals of freedom and democracy. Part II illustrates how these principles are put into practice.

(E U R O P E)

FRANCE

140. *Avenirs*. Monthly. Paris: 5 place Saint-Michel. Single issue: frs. 75. Yearly subscription : France and colonies: frs. 750; Foreign, Frs. 1000.

This journal for educational and vocational guidance covers two related fields : possible openings for those who are qualified, and preparation for various careers. Considerable space is devoted to technical education. The issue for July 1950 carried articles on technical training by correspondence and on vocational education in Tunisia. The issue for November-December 1950 was devoted to careers in oversea territories; a study by M. Gaston, director of education in the Ministère de la France d'Outre-Mer, dealt with the growth of education and the training of skilled local workers; other articles covered social services, health and teachers.

141. France. Ministère de la France d'Outre-Mer. Direction des affaires économiques et du plan. *Bulletin bibliographique.*, N°.30-31 (janvier-février 1951). Paris: Service des statistiques du Ministère. Miméo. pp. 663-717. No price given.

Several of the divisions of this analytical bibliography bear on background subjects which concern fundamental educators: physical features, population, economic organization, production, standards of living.

(E U R O P E)

GREAT BRITAIN

142. Martin, Loveday. *Into the breach;* the emergency training scheme for teachers. London: Turnstile Press (10 Great Turnstile , W.C. 1), 1949. 65 pp. 5s.

Because of increased school enrolments following the Education Act of 1944 and depletion in the ranks of teachers owing to the war in 1944-45, England faced the necessity of training large numbers of new teachers virtually overnight. This book is an account of the creation and operation of the Emergency Training Colleges, in which over a four-year period some forty thousand ex-servicemen and women were given twelve months of concentrated training. Since then they have, for the most part, been serving with considerable success as regularly qualified teachers. As the two radical features of the programme the author stresses the acceleration of the course and

the relative maturity of the students, and then discusses the following organizational aspects: initial planning by the Ministry of Education, student selection, premises, recruitment of faculty, curricula, and the subsequent professional status of the emergency trained teachers.

143. National Institute of Adult Education. *Adult Education in the United Kingdom,* a directory of Organizations. London (35 Queen Ann Street, W.1), 1950. 82 pp. 2s.

This brief directory "seeks to give the most important facts about those organizations offering a direct adult educational service, and to give adequate references to the many other organizations active in fields closely allied to adult education". It includes a list of useful addresses, and extracts from the Education Act, 1944, and the Further Education Grant Regulations, 1946, relevant to adult education. Two tables at the end give statistics of students and of adult education courses. An author and subject index will be found on pp. 78-82.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

TEXTBOOKS

144. Hammonds, Cassie. *Teaching Agriculture.* New York : McGraw-Hill Book Co., 1950. 353pp. $ 3.50.

This book deals with teaching methods generally and in particular as applied to agriculture. It is designed to provide the teacher with a background of educational concepts and psychology applicable from the elementary school to the college level. The learning process, teaching objectives, problem solving, developing attitudes, practical work etc. are discussed at length. There are chapters on farmers' clubs, extension methods and adult farmer courses.

145. Humphrey, Norman. *Africans and their land.* Nairobi, Kenya : Highway Press; London : Longmans, Green, 1948-49 (?). 7 v. illus. No price given. (Book 1. The land and its problems. Book 2. Crops and soil fertility. Book 3. Animals and soil fertility. Book 4. The problem of soil erosion. Book 5. Forests, trees and the farmer. Book 6. Food and the farmer. Book 7. Balanced farming).

The pamphlets in this set, averaging sixty pages each, are printed with parallel English and Swahili text, and are designed to explain in simple terms to the African farmer the need for soil conservation and the practical means for its achievement. The remedies proposed require only the most modest outlay of capital and equipment; considerable stress is laid upon the value of community co-operation. The text is supplemented by series of study questions, specialized glossaries, diagrams and photographs.

146. Worst, Edward F. *Foot-Power Loom Weaving.* Milwaukee, Wisconsin : Bruce Publishing Company, 1948. 275 pp. No price given.

The author suggests that the material presented in this manual should prove useful to girls taking the various household-arts courses, and also to all those who believe that advanced weaving can be pursued as a wholesome occupation in itself. It should also prove to be a valuable reference book to the home-craft operator and to operators in villages in underdeveloped areas where hand weaving is an important industry. The descriptions are written in non-technical language and can be easily understood by the amateur weaver. Detailed drawings of looms, including the Swedish and Danish foot-power looms, are given. The essential parts of a loom are described in detail and illustrated, including accessories and weavers' gadgets, and the steps in setting up the work are made clear. Many figures giving drafts of both simple and intricate patterns are included. There is also a long chapter on the fascinating subject of dyes and dyeing.

AUDIO VISUAL AIDS

147. Scottish Education Film Association. *Educational Film Yearbook,* 1950-51. Glasgow : (16-17 Woodside Terrace). 80 pp. 2s. 6d.

This year's issue concentrates on two aspects of audio-visual education: (a) where to get equipment, materials, etc., (pp.67-78); and (b) the questions arising from their use. Contributors' articles describe the conduct of actual lessons in which available films were used. A selected book list will be found on pp. 78-80.

148. Virginia. State Board of Education. *Motion Pictures for Teacher Education.* A manual for use in pre-service and in-service teacher education. Richmond, Virginia : 1950. 91 pp. No price given.

This bulletin opens with a general chapter on the selection, preparation and use of films in teacher education, followed by a list of 40 training films, each of which is analysed at length under the headings: Purpose; Content; Things to Look For ; Follow up Discussion Questions and Topics; Application.

149. *Visual Aids in the Schools.* no.1, May 1950. Published irregularly. London : Educational Productions Ltd. (17 Denbigh Street), 40 pp., illus. 6d.

This small volume contains current information and advice on the use of visual aids in the school. Teachers give their views on different ways of using both film and filmstrip. Further reports of this kind will be published from time to time.

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